Social Studies Grade 7 Unit 3

Unit: Social Sciences and History , Grade(s) Grade 7

Ancient India & Ancient China

Duration: 8 Weeks

Unit
Essential Questions/Enduring Understandings

EQ1: How did geography impact the Indus Valley civilization?

EQ2: What are the origins and characteristics of Hinduism and Buddhism?

EQ3: How were the social classes structured in Indian society?

EQ4: What have been the lasting impacts of ancient Indian civilization on current society?

EQ5: What led to the decline in power of the ancient Indian civilization?

EQ6: How was China's isolation good and bad?

EQ7:How did the rivers of China shape its culture and influence the building of the Grand Canal?

EQ8: How did the beliefs within Legalism, Taoism, and Confucianism shape the values, societal norms, and governing of China?

EQ9: How did the Qin and Han empires unite China and set the pace for its development politically and culturally?

EQ10: How did the inventions of Ancient and Medieval China shape and improve the life of the Chinese and affect modern societies?

EQ11: What was the importance of the Silk Road?

EU1: Northern India and southern India differ in their geography and climates. The Himalayan Mountains in the north afford the civilization with protection, while the Indus River provides fertile soil and water for irrigation.

EU2: Rainfall, deforestation, and flooding had major effects on agriculture for Ancient India.

EU3: Mohenjo-Daro was an important city that gives archeologists critical information about how ancient Indian cities functioned.

EU4: The caste system of social classification was defined by the Aryans.

EU5: Hinduism is one of the world's oldest religions and was created out of Aryan culture with multiple gods governing various aspects of the universe.

EU6: The religion of Buddhism comes from the teachings of Buddha, an Indian prince. Buddhism provides instructions for followers to use to attain enlightenment and peace.

EU7: Ashoka's Buddhist principles united people in his kingdom.

EU8: Gupta rule ended centuries of conflict and created a golden age characterized by peace, prosperity, and many new inventions.

EU9: Decline for ancient Indian civilizations occurred at various times throughout history, usually due to infighting and the splitting up of empires into smaller kingdoms that were more vulnerable to outside invaders

EU10: China's isolation provided an opportunity for technological development, but eventually limited its ability to share in the achievements of other civilizations.

EU11: China's rivers helped shape its culture and influenced the building of the Grand Canal

EU12: Religious beliefs influence individual actions as well as aspects of culture and politics.

EU13: Powerful leaders of Ancient China united China into a single empire and significantly impacted China's religious beliefs, government, and other cultural traditions.

EU14: Inventions created during Ancient and Medieval China, not only impacted their time, but they continue to influence us today.

EU15: The Silk Road is one of the earliest examples of globalization and sharing of goods and ideas between various cultures.

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - Hinduism & Buddhism
- Competency 2 - Great Wall of China
- Formative Assessments
    - Differentiated Interactive Notebook Entries
    - Student Role-Playing Activities
    - Exit Slips & 3-2-1 Reflections
    - Teacher-Created Quizzes
    - Digital Formative Assessment Options

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities (SEL Activities Below)
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  - Identify physical features of the Indian subcontinent and explain how geography influenced the location of early settlement in India.
  - Write a paragraph explaining why the Indus and Ganges rivers were ideal locations for settlement in ancient times.
  - Compose an acrostic poem for the word Hinduism.
  - Act as archaeologists and examine artifacts from Mohenjodaro to learn about daily life in the Indus Valley Civilization
  - Map the rivers and river valleys of China and India. Design a graphic organizer to present the findings.
  - Find the number of people living in India today. Find the number of Indian speakers of specific languages. Calculate percentages and display in a pie graph
  - Analyze images representing important beliefs in Hinduism to discover the religion's origins in ancient traditions and discuss how these beliefs affect life in ancient India and today.
  - Analyze images to learn about the life of Siddhartha and how his teachings became the basis of Buddhism.
  - Create a Venn Diagram to present the similarities and differences between Buddhism and Hinduism
  - "Visit" sites around the Gupta Empire that highlight important cultural and intellectual achievements and explain in writing why this period was a "golden age" in ancient India.
  - Students create a relief map and a geographic poster of China's five regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China
  - "Excavate" a tomb to learn about government, social structure, religion, writing, art, and technology of the Shang
  - Learn about Confucianism, Daoism, and Legalism under classroom conditions that reflect the main beliefs of each philosophy
  - Analyze and bring to life images about Shi Huangdi's political and cultural unification of China, his efforts to protect China's northern boundaries, and his dispute with Confucian scholars.
  - Visit stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science. Create an illustrated catalog of the typical trade goods traveling to and from China along the Silk Roads
  - **SEL Activities to incorporate into your day:**
  - Social Emotional Learning Journal
  - Self-Awareness: Extrovert or Introvert? Optimist or Pessimist?
  - Tedx Talk-Hip Hope Hip Hop to Cultivate Hope
  - SEL Activities for Middle School (begin on page 3) Click Here
  - Video: Growth Mindset vs. Fixed Mindset
  - Growth Mindset Video #2

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

Standards Covered

*ELA NJSLS

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: **Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**
- RH.6-8.5: **Describe how a text presents information (e.g., sequentially, comparatively, causally).**
- RH.6-8.6: **Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**

Integration of Knowledge and Ideas

- **RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

- **RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.**

- **RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.**

Key Ideas and Details

- **RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.**

- **RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

- **RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**

Range of Reading and Level of Text Complexity

- **RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.**

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- **WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.**

- **WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

- **WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

Range of Writing

- **WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Research to Build and Present Knowledge

- **WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

- **WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- **WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.**

Text Types and Purposes

- **WHST.6-8.1: Write arguments focused on discipline-specific content.**

- **WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

*Social Studies NJSLS

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.1: The Beginnings of Human Society

- SOC.6.2.8.A: **Civics, Government, and Human Rights**

  - SOC.6.2.8.A.1.a: **Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.**

- SOC.6.2.8.B: **Geography, People, and the Environment**

  - SOC.6.2.8.B.1.a: **Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.**

- SOC.6.2.8.C: **Economics, Innovation, and Technology**

  - SOC.6.2.8.C.1.a: **Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the**

subsequent development of civilizations.

- SOC.6.2.8.C.1.b: **Determine the impact of technological advancements on hunter/gatherer and agrarian societies.**

- SOC.6.2.8.CS1: **The Beginnings of Human Society: Paleolithic and Neolithic Ages: Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.**

- SOC.6.2.8.D: **History, Culture, and Perspectives**

  - SOC.6.2.8.D.1.a: **Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.**

  - SOC.6.2.8.D.1.b: **Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.**

  - SOC.6.2.8.D.1.c: **Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.**

SOC.6.2.8.2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

- SOC.6.2.8.A: **Civics, Government, and Human Rights**

  - SOC.6.2.8.A.2.a: **Explain how/why different early river valley civilizations developed similar forms of government and legal structures.**

  - SOC.6.2.8.A.2.b: **Determine the role of slavery in the economic and social structures of early river valley civilizations.**

- SOC.6.2.8.B: **Geography, People, and the Environment**

  - SOC.6.2.8.B.2.a: **Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.**

  - SOC.6.2.8.B.2.b: **Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.**

- SOC.6.2.8.C: **Economics, Innovation, and Technology**

  - SOC.6.2.8.C.2.a: **Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.**

- SOC.6.2.8.CS2: **Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.**

- SOC.6.2.8.D: **History, Culture, and Perspectives**

  - SOC.6.2.8.D.2.a: **Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.**

  - SOC.6.2.8.D.2.b: **Explain how the development of written language transformed all aspects of life in early river valley civilizations.**

  - SOC.6.2.8.D.2.c: **Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.**

  - SOC.6.2.8.D.2.d: **Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.**

SOC.6.2.8.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

- SOC.6.2.8.A: **Civics, Government, and Human Rights**

  - SOC.6.2.8.A.3.a: **Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.**

  - SOC.6.2.8.A.3.d: **Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.**

- SOC.6.2.8.B: **Geography, People, and the Environment**

  - SOC.6.2.8.B.3.a: **Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.**

- SOC.6.2.8.C: **Economics, Innovation, and Technology**

  - SOC.6.2.8.C.3.a: **Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.**

  - SOC.6.2.8.C.3.b: **Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to**

expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

- SOC.6.2.8.CS3: **The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.**

- SOC.6.2.8.D: **History, Culture, and Perspectives**
    - SOC.6.2.8.D.3.a: **Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.**
    - SOC.6.2.8.D.3.b: **Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.**
    - SOC.6.2.8.D.3.c: **Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.**
    - SOC.6.2.8.D.3.d: **Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.**
    - SOC.6.2.8.D.3.e: **Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.**

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